



**THE ABILITY OF WRITING ENGLISH TEXT
OF THE TENTH GRADE STUDENTS OF SMA PGRI 3 TAYU PATI
IN THE ACADEMIC YEAR 2013/2014
THROUGH PARALLEL WRITING TECHNIQUE**

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**ENGLISH EDUCATION DEPARMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
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SKRIPSI
Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in the Department of English Education

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MOTTTO AND DEDICATION

MOTTO :

- Regretness in the past is not allowed to remember because it just make us tobe stuck. We should make it as a weapon for the future to avoid making mistakes again.
- Failure only happens when we give up. (Lessing)
- Today should be better than yesterday, and tomorrow is hope.
- Money is not everything.

DEDICATION

This skripsi is dedicated to:

- ❖ My beloved father and mother.
- ❖ My beloved brother.
- ❖ My beloved family.
- ❖ My beloved friends.

ADVISORS' APPROVAL

This is to certify that the Skripsi of Darra Delila Humanisa (2009-32-163) has been approved by the Skripsi advisors for further approval by the Examining Committee.

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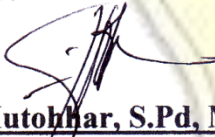
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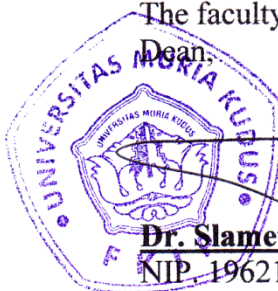

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I am happily receive any constructive criticism and suggestion, but I hope that it will be useful for those especially who are in the field of education.
Thank you.

Kudus, September 2013

Darra Deliola Humanisa

ABSTRACT

Humanisa, Darra Deliola. 2013. *The Ability of Writing English Text of SMA PGRI 3 Tayu Pati In The Academic Year 2013/2014 Through Parallel Writing Technique*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (I) Dra. Hj. Sri Endang Kusmaryati, M.Pd, (II) Titis Sulistyowati, S.S, M.Pd.

Key Words: *Writing, English text.*

Writing is a serious skill. Based on the students in SMA PGRI 3 Tayu Pati in academic year 2013/2014, they are lack of vocabulary comprehension, the students have difficulty in expressing their ideas in writing, the students are difficult to write by using correct grammar, and students have difficulty to differentiate kinds of genre. One of technique that can be applied to the students is Parallel Writing Technique. It can improve the student's ability especially in writing English text.

The objective of the research is to find out weather there is a significant difference or not between the ability of writing English text of the tenth grade students of SMA PGRI 3 Tayu Pati in the academic year 2013/2014 before and after being taught through Parallel Writing Technique.

This research categorized into experiment research without a control group. The experimental research is applied to the tenth grade students of SMA PGRI 3 Tayu Pati in the academic year 2013/2014 to explore the result of the writing ability before and after using parallel writing technique.

After analyzing, findings of the research, the research can be concluded that there is a significant difference between the ability of writing English text of the tenth grade students of SMA PGRI 3 Tayu Pati in the academic year 2013/2014 before and after being taught through Parallel Writing Technique. The result of t-obtained is **15.07**, and in the level of significance (α) = **0.05** and the degree of freedom (df) which is gained from $N-1 = 28-1=27$, the t-table is **2.052**. So, the t-obtained (**15.07**), t-table (**2.052**). Thus, H_0 is denied and H_1 is confirmed.

The use of parallel writing technique in writing English text helps the teacher in correcting the students work. (1) For the English teachers, they are suggested to use this technique to teach English text because it is very useful to improve students writing abilities. (2) For the Students, they should exercise their writing abilities of English text as the habit in order to master the skill of writing English text. (3) Further Reseachers, they can use this technique as independent variable to other dependent variable in next research.

ABSTRAK

Humanisa, Darra Deliela. 2013. *Kemampuan Menulis Teks Bahasa Inggris di SMA PGRI 3 Tayu Pati Pada Tahun Akademik 2013/2014 Melalui Teknik Menulis Paralel*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing : (I) Dra. Hj. Sri Endang Kusmaryati, M.Pd, (II) Titis Sulistyowati, S.S, M.Pd.

Kata Kunci: *Menulis, Teks Bahasa Inggris.*

Menulis adalah ketrampilan yang serius. Berdasarkan siswa di SMA PGRI 3 Tayu Pati pada tahun ajaran 2013/2014, mereka mempunyai kekurangan dalam pemahaman kosakata, siswa juga memiliki kesulitan dalam mengekspresikan ide-ide mereka secara tertulis, para siswa sulit untuk menulis dengan menggunakan tata bahasa yang benar, dan siswa mengalami kesulitan untuk membedakan jenis genre. Salah satu teknik yang dapat diterapkan kepada siswa adalah Teknik Menulis Paralel. Hal ini dapat meningkatkan kemampuan siswa terutama dalam menulis teks bahasa Inggris.

Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya yang signifikan atau tidak antara kemampuan menulis teks bahasa Inggris dari siswa kelas X SMA PGRI 3 Tayu Pati pada tahun 2013/2014 sebelum dan setelah diajarkan melalui Teknik Menulis Paralel.

Penelitian ini dikategorikan ke dalam penelitian eksperimen tanpa control group. Penelitian eksperimental diterapkan pada siswa kelas X SMA PGRI 3 Tayu Pati pada tahun akademik 2013/2014 sebelum dan setelah diajarkan melalui Teknik Menulis Paralel. Hasil t-obtained adalah 15,07, dan level of significant (α) = 0,05 dan degree of freedom (df) yang diperoleh dari $N-1 = 28-1 = 27$, t-table 2,052. Jadi, t-obtained (15,07), t-table (2,052). Dengan demikian, H_0 ditolak dan H_1 diterima.

Penggunaan Teknik Menulis Paralel dalam menulis teks bahasa Inggris membantu guru dalam mengoreksi pekerjaan siswa-siswa : (1) Bagi guru Bahasa Inggris mereka disarankan untuk menggunakan teknik ini untuk mengajarkan teks bahasa Inggris karena sangat berguna untuk meningkatkan kemampuan menulis siswa. (2) Untuk mahasiswa, mereka harus melatih kemampuan menulis teks bahasa Inggris mereka sebagai kebiasaan dalam rangka menguasai ketrampilan menulis teks bahasa Inggris. (3) Peneliti selanjutnya, mereka dapat menggunakan teknik ini sebagai variabel independen terhadap variabel dependen lainnya dalam penelitian berikutnya.

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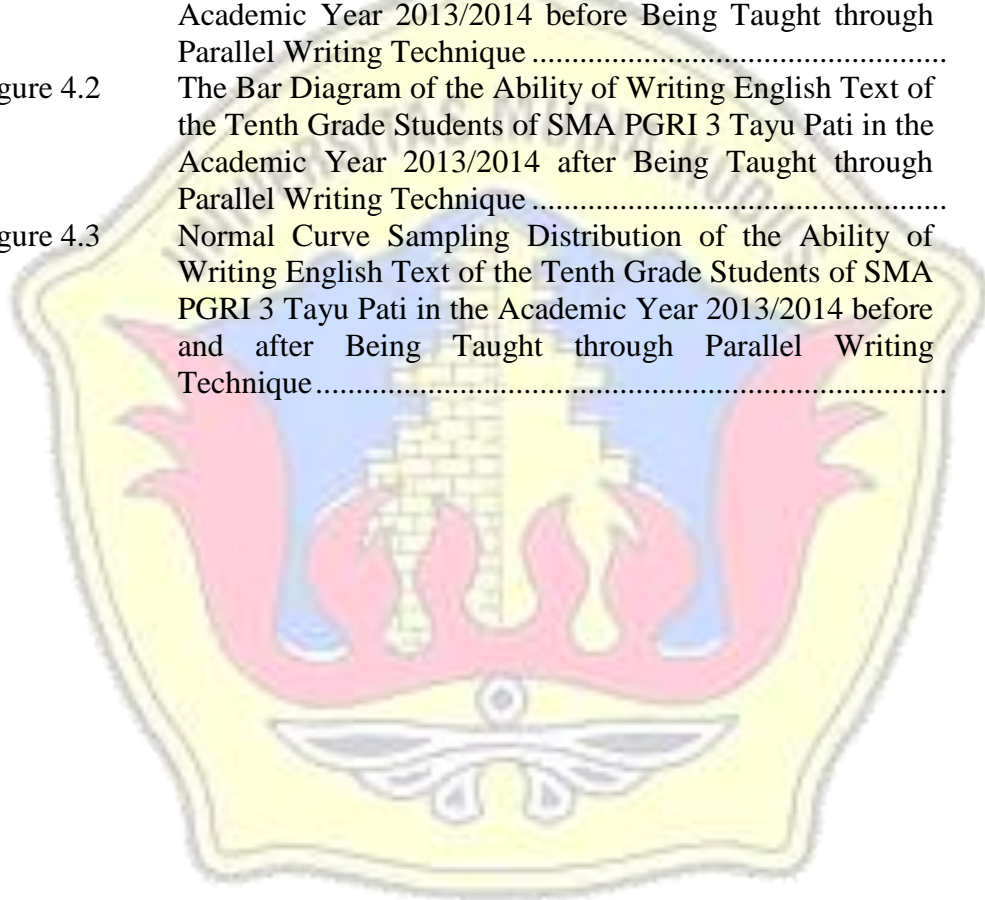
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